What is RTI?

The Educational Process:
All Educators for *All* Students

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The RTI Process

- **Goal of RTI:**
  - **Positive outcomes for *all* children/youth**
- **Mission of RTI:**
  - **Proactive prevention and intervention activities**
  - **Provides continuum of instructional supports**
  - ***All* educators responsible for *all* children**
  - **Focus on positive outcomes**
  - **Engage students and their families in the educational process**
- **Key:**
  - **Problem Solving approach to identified concerns**
  - **Evidence-based curriculum, interventions, and methods**
  - **Ongoing screening and progress monitoring**

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What RTI Is…….and Is Not

- **RTI is:**

- An initiative that supports general education school improvement goals

- Intended to help as many students as possible meet proficiency standards without special education

- A method to unify general and special education in order to benefit students through greater continuity of services

- Focused primarily on effective instruction to enhance student growth

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- **RTI is NOT:**

- A stand alone special education initiative

- A means for just getting more students into special education

- A method for just increasing or decreasing special education numbers

- Focused primarily on disability determination and documented through a checklist

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What will change if…….

- our aim for RTI is to identify children with LD or disabilities?………

- we use the same core and supplemental curriculum and instruction?…….

- we view Title 1 and special education as a place for intervention?………

- *THE ANSWER:*
  - *ZERO……Nothing…..in fact, we could INCREASE the number of children we identify for special education*

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What will change if our focus is to….

- aim for RTI as a process to identify and support the "learning enabled"?.....

- use research based core and supplemental curriculum and instruction programs and methods?…….

- view Title 1 and special education educators as experts who support expert general education teachers in working with students at risk?…

- ***THE ANSWER:***
  - *Everything…..in fact, we will DECREASE the number of children we identify for special education and INCREASE the number of children who are successful!*

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Remember…….

- *The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.*

Michaelangelo

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Response-to-Intervention

- Changes in "how we do business in schools"
  - Continuum of instructional supports
  - Prevents failure
  - Decreases the effect of disability
- Focus is on OUTCOMES for all students
  - Evidence-based curriculum, instructional methods and interventions.
  - School-wide screening for progress
  - Formative assessment to monitor progress
- Supports teachers
- Requires strong leadership

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Why Change to an RTI Process?

- In respect to Learning Disability Identification:
- Current identification practices for learning disability (LD):
  - Is a "deficit" model that labels children
  - Under, over and misidentifies students
  - Focuses on the "problem", not the solution
  - Fails to serve *all* students with problems
- Is based on theoretical assumptions without empirical validity:
  - Processing deficits
  - Ability-treatment interactions

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A "Learning Disability" is Born

- Kirk coined the phrase during a speech in 1967 "learning disabled"…..

- Meant to describe students with *unexpected underachievement* in a specific area of learning

- **IQ-Ability "Discrepancy" Criteria is Arbitrary**
  - Ability (IQ) vs. achievement
  - 22 point difference (arbitrary = 1.5 SD); without any empirical basis.

Concerns About Change in Identification Practices

- Without IQ-Achievement we will over-identify students with LD

- Eliminating IQ test criteria will identify many slow learners as LD

- Eliminating IQ-Achievement discrepancy will lead to minority overrepresentation

- School psychologists will not be needed if IQ testing is not mandated

Why Not IQ-Ability Identification?
(Lyon et al., 2001)

- After more than 30 years in practice and research, it is known that this approach *often* results in

  - the wrong students being identified for special education and many who need help are excluded

  - requires that students "wait to fail" before receiving needed special education services

  - does *not* lead to useful educational prescriptions for the remediation of the student's academic difficulties

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Despite what some would say…

➢ Validity of LD does not hinge on IQ- Discrepancy.

➢ Classifications may be valid even though a particular method may not be capable of identifying such individuals.

➢ IQ tests provide *no added value* in identification or intervention with LD

➢"…the notion of discrepancy…has led to a confounding…most clearly seen in the suggestion that there *are more similarities than differences between LD and low achieving students*. Such a suggestion calls into question the very notion of LD." **(Kavale & Forness, 1994, p. 43)**

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Pasternack, R.H. (2002, March). The Demise of IQ Testing for Children with Learning Disabilities. Paper presented at the National Association of School Psychologists 2002 Annual Convention, Chicago, IL.

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NRC Report

"…federal guidelines for special education eligibility should be changed to encourage *better integrated general and special education services.* We propose that *eligibility should ensue when a student exhibits large differences from typical levels of performance* …with evidence of insufficient response to high quality intervention…" (pp. 8-22)

Pasternack, R.H. (2002, March). The Demise of IQ Testing for Children with Learning Disabilities. Paper presented at the National Association of School Psychologists 2002 Annual Convention, Chicago, IL.

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What's the Alternative?

➤ **There is a better way!**

➤ **Focus on intervention and outcomes, not eligibility and test scores.**

➤ **Prioritize diagnosis for instruction, not classification.**

Pasternack, R.H. (2002, March). The Demise of IQ Testing for Children with Learning Disabilities. Paper presented at the National Association of School Psychologists 2002 Annual Convention, Chicago, IL.

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RTI: Response-to Intervention

✓ "…federal guidelines for special education eligibility should be changed to encourage *better integrated general and special education services*. We propose that *eligibility should ensue when a student exhibits large differences from typical levels of performance* …with evidence of insufficient response to high quality intervention" (NRC Report, pp. 8-22 from Pasternack, 2002)
.

✓ "President's Commission on Excellence in Special Education recommended that the student's "*response-to-intervention*" be used as an alternative or replacement of the IQ-achievement discrepancy approach (Gresham, 2002).

✓ This approach has alternatively been called …….*"Response to Instruction"…………..RTI*
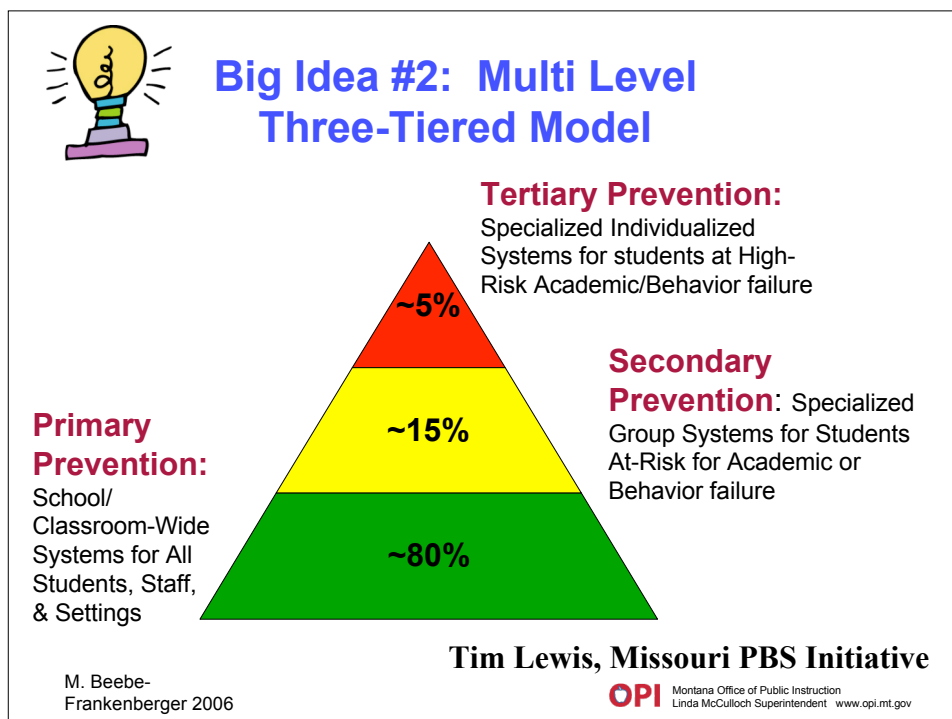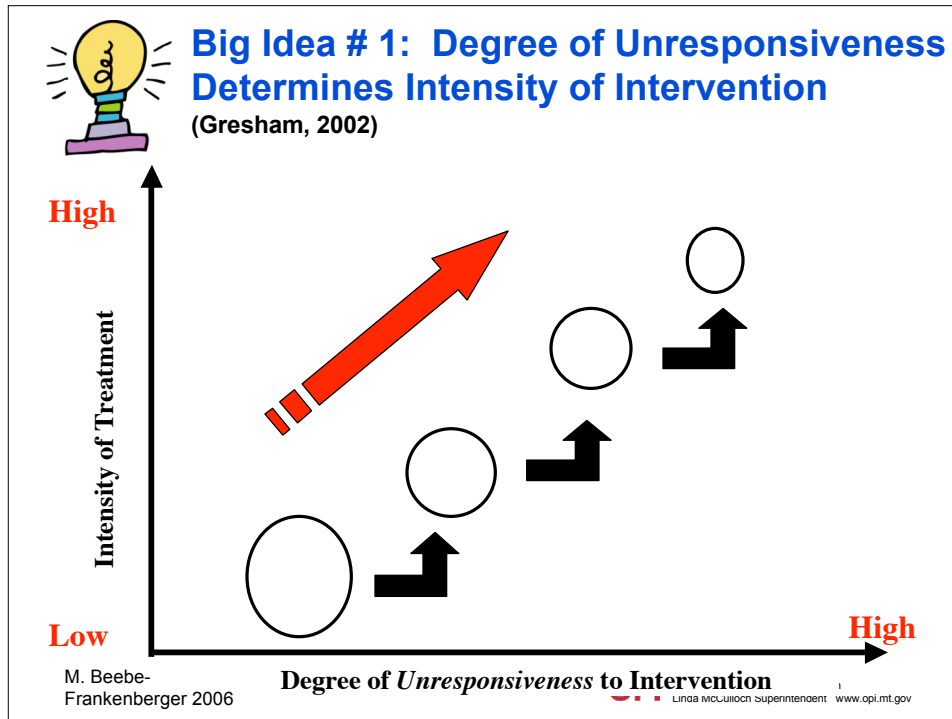

What *is* "RTI"?

- **RTI is an educational *process***
  - Continuous proactive screening – looking for the "learning enabled" (Tilly, 2005)
  - System of instructional supports along a continuum
  - Measure student rate/strength of response to instruction
  - School team response to poor RTI = intervention via increased instructional supports

- **Goal of RTI:**
  - Positive outcomes for *all* children/youth

- **Mission of RTI:**
  - Proactive prevention and intervention activities
  - Provide continuum of instructional supports
  - *All* educators responsible for *all* children
  - Engage students and families in the educational process

RTI is based on 2 Big Ideas……
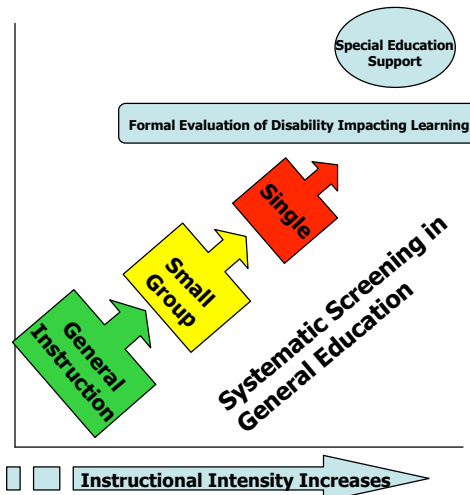
Big Idea # 1: Degree of Unresponsiveness Determines Intensity of Intervention
(Gresham, 2002)

High

Intensity of Treatment

Low

High

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Degree of *Unresponsiveness* to Intervention

Big Idea #2: Multi Level Three-Tiered Model

Tertiary Prevention: Specialized Individualized Systems for students at High-Risk Academic/Behavior failure

~5%

Secondary Prevention: Specialized Group Systems for Students At-Risk for Academic or Behavior failure

~15%

Primary Prevention: School/ Classroom-Wide Systems for All Students, Staff, & Settings

~80%

Tim Lewis, Missouri PBS Initiative

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Big Ideas 1 + 2 =
Response to Instruction (RTI) Process

Special Education Support

Formal Evaluation of Disability Impacting Learning

Single

Small Group

General Instruction

Systematic Screening in General Education

Instructional Intensity Increases

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- **PROS**
  - Continuous support
  - No longer "wait to fail"
  - Early identification
  - Preventative
  - LRE
- **CONS**
  - Fiscal responsibility
  - How long, how intense?
  - Teaching time & resources
    - testing
    - intervention

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Comparison of
"Old" to "New" Identification of LD

- **OLD: IQ-Achievement Discrepancy**

- "Unexpected underachievement"

- Low achievement in one area as compared to

- Ability; IQ (22 points)

  No supports until wide gap

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- **NEW: LD Dual Discrepancy**

- **Low academic performance**

- AND

- **Poor RTI**
  - Documented intervention
  - Demonstrates **need** for specialized supports to learn

  Continuous supports

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LD Identification as a Disability
(Fuchs & Vaughn, 2005)

- The promise of RTI for LD identification "raises questions about whether LD are 'real'" (p.16)

- Disability is a permanent condition that can be *influenced* by contextual variables, but *not created* by them.

- Important to note that the purpose of the RTI focus on environment is to *eliminate* contextual variables as a possible explanation for academic failure (rule out).

- "If the student fails to respond to a program from which the vast majority of students learn, then the inference is that the student's deficits render learning uniquely challenging and require a special education. The failure to respond verifies that the deficit resides in the individual, not the instructional variable." (p. 16)
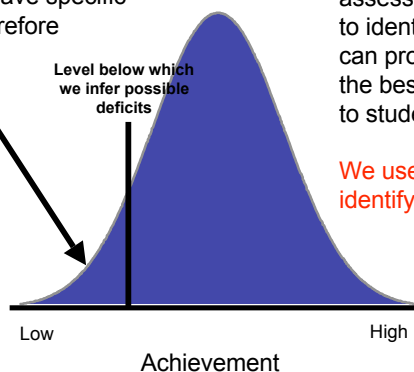
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Deficit Model

Assumption:
In every distribution of kids, some of them have specific deficits and therefore will fail to learn.

Level below which we infer possible deficits

Historical Practice:
The job of the assessor is to assess students to identify their deficits so we can provide services. We use the best tools available, matched to students' presumed deficits.

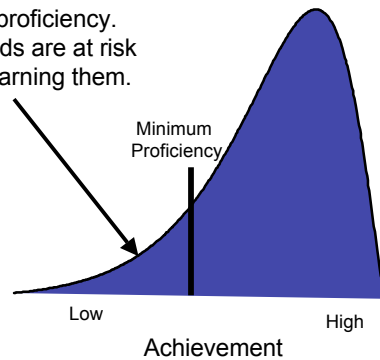We use these data to help identify what and how to teach.

Low   High

Achievement

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Source: David Tilly (2005)

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Risk Model

Assumption:
All kids will learn basic skills to a basic level of proficiency. Some kids are at risk of not learning them.

Minimum Proficiency

Low

High

Achievement

Alternate Practice:
The job of the assessor is to to identify students who are at risk of not learning basic skills to a minimum standard of proficiency. Also, the assessor identifies student patterns of performance on instructionally relevant subskills, curriculum, instruction and the environment to help identify problem etiology.

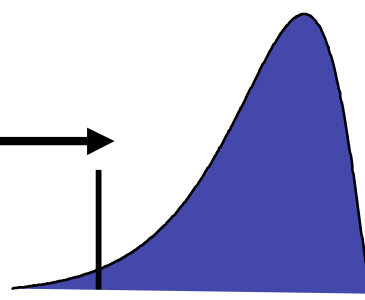We use these data to help identify what and how to teach.

Source: David Tilly (2005)

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Our Job

To Go From Here
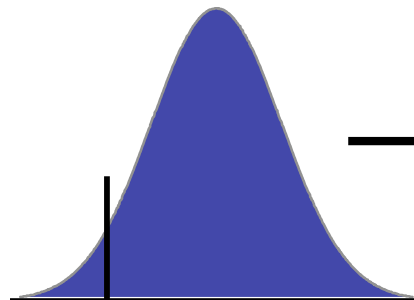
To Here

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Source: David Tilly (2005)

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How will this affect our educational system?

- Creates a continuum of instructional supports
  - Takes place across general and special education
- "Entitlement to Support for Learning" rather than "Eligibility by disability"
- Uses resources formerly dedicated to "special education"
- Collaboration among educators
- Early identification
- Key Components:
  - Problem solving approach
  - Curriculum & Instruction: evidence-based
  - Assessment: Continuous screening and progress monitoring

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RTI: A System of Instructional Supports

IEP — 5%

Intensive — 5%

Strategic — 10%

Basic-Core — 80%

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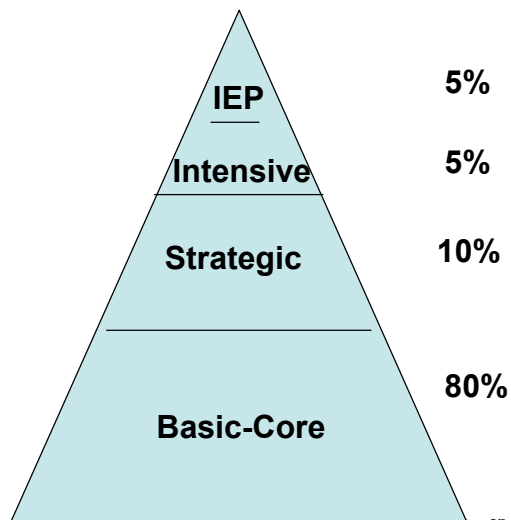
Source: Wayne Callender, Addressing the System, 2005

The Essential Pieces: 2 X 2 Foci in RTI Process

	Curriculum & Instruction	Ongoing Assessment
School Level	•Strong research based C&I in place •Uninterrupted instructional time block across school •Instructional groups based on performance levels	•School wide screening 3 times yearly (F,W,S): •Evaluate C&I effectiveness •Identify "learning enabled" & "at risk" •Reorganize instructional groups
Student Level	•Supplemental & Strategic C&I in place •Additional Instructional time set and flexible (dosage)	•Progress monitoring measures in place and scheduled according to intensity of C&I •Assess intact & needed skills •Assess additional factors •Systematic review of data to inform intervention

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RTI Instructional Levels of Support

Intensive Level –
Specific Strategies related to student factors

Intensive
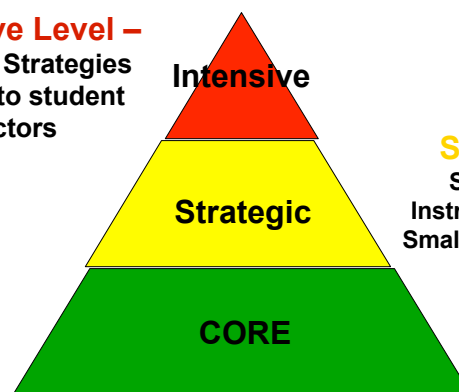
Strategic Level
Standard Protocol Instructional Response – Small Group, Skill specific

Strategic

CORE

CORE LEVEL
Curriculum
Positive Behavior Supports

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Reading Programs in a Three-Tier Model K - 3

Core Instruction	Supplemental Interventions	Intensive Interventions
•Open Court •Houghton Mifflin: Nations' Choice •Reading Mastery **KEY:** **PA = Phonemic Awareness** **P = Phonics** **F = Fluency** **C = Comprehension** **V = Vocabulary**	•Ladders to Literacy – PA •Road to the Code- PA •Phonemic Awareness in Young Children – PA •SIPPS – P •PALS – P •Lindamood-Bell – PA, P •Read Naturally – F •Quick Reads – F	•Early Reading Intervention PA, P •Reading Mastery, PA, P, F, C •Read Well (K-1) PA, P, F, C, V •Waterford Levels – PA , P , F, C, V (1-2) •Lindamood-Bell- PA, P •Wilson – PA, P

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Source: Wayne Callender "Addressing the System: (2005)

RTI Level Assessments: How Are We Doing?

Intensive Level

─**Progress Monitoring with formative assessments: DIBELS, CBM Every 2 weeks.**

Intensive

Strategic Level

Progress Monitoring with formative assessments: DIBELS, CBM 1 X per mth.

Strategic

CORE

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CORE LEVEL –

Schoolwide Screening for At-Risk: "Benchmark Assessment" – 3 X year

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Tier 1 Core: Benchmark Testing as Standard Practice in NCLB

Frequent Evaluation (3 times per year) of Growth and Development Using R-CBM:

Initial Performance Assessment: "Taking Inventory" Beginning of the School Year
1. Identify Students At Risk
2. Instructional Planning
3. Initial Data Point for Progress Monitoring

Mid and End of Year Performance: "Are we making progress?"
1. Evaluates if on target for school AYP
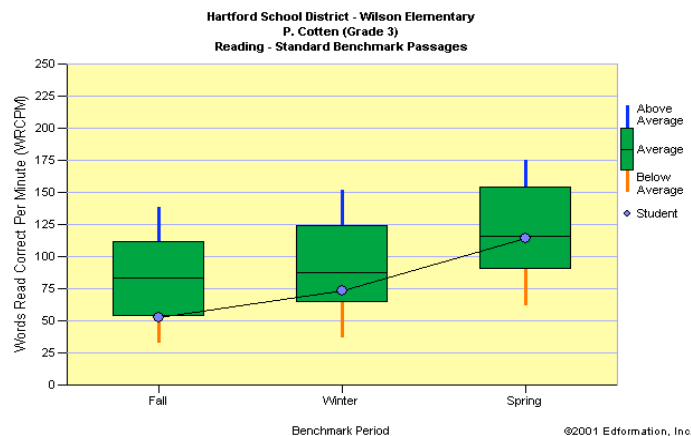2. Instructional Planning
3. Outcome Progress Monitoring Data

Accountability
Kid Problem or Class/School Problems?
Linkages to State Standards and AYP

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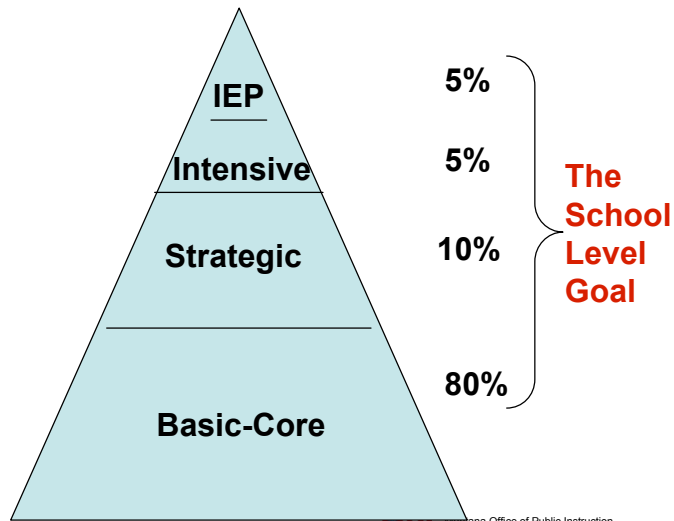Linda McCulloch Superintendent   www.opi.mt.gov

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Tier 1: Benchmark Assessment of ALL Students

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Source: Shinn, M.R. (2004). Using AIMSweb to Manage 3-Tier Progress Monitoring Information as a Component of Response to Intervention.

The RTI Process: A System of Instructional Supports GUIDED by Assessment Data

IEP — 5%

Intensive — 5%

Strategic — 10%

Basic-Core — 80%

The School Level Goal

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Source: Wayne Callender, Addressing the System, 2005

RTI Process: Essential Components of RTI Implementation

School Level

Stage I GOAL: Measure *School* Performance

Stage II GOAL
Analyze *School* Performance

Stage III GOAL
Design/Select Core and Supplemental C&I

Stage IV GOAL:
Set Goals, Implement Plan, Monitor Progress with Benchmarks

Stage V GOAL:
Evaluate System C&I & Adjust when necessary

Student Level

Stage I GOAL: Measure *Student* Performance

Stage II GOAL
Analyze *Student* Performance

Stage III GOAL
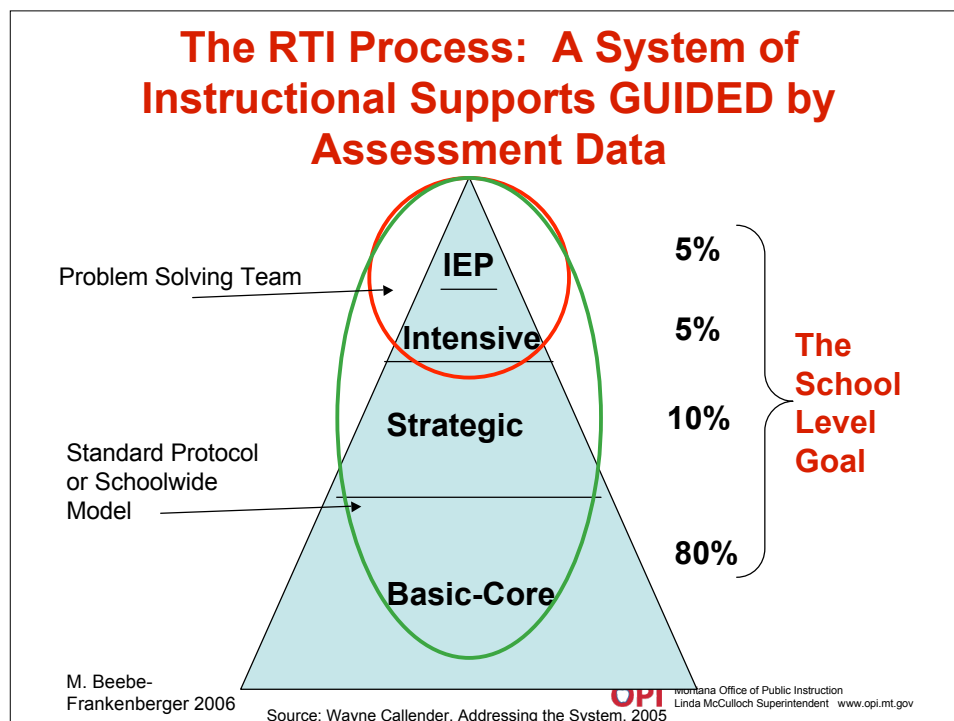Select/Design Instructional Interventions based on need

Stage IV GOAL:
Set Goals, Implement Plan, Monitor Progress Formatively

Stage V GOAL:
Evaluate Intervention & Adjust when necessary

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Critical:
2 X 2 Foci in RTI Process

Start Here

	Curriculum & Instruction	Ongoing Assessment
School Level	•Strong research based C&I in place •Uninterrupted instructional time block across school •Instructional groups based on performance levels	•School wide screening 3 times yearly (F,W,S). •Evaluate C&I effectiveness •Identify "learning enabled" & "at risk" •Reorganize instructional groups
Student Level M. Beebe-Frankenberger 2006	•Supplemental & Strategic C&I in place •Additional Instructional time set and flexible (dosage)	•Progress monitoring measures in place and scheduled according to intensity of C&I •Assess intact & needed skills •Assess additional factors •Systematic review of data to inform intervention

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The RTI Process: A System of Instructional Supports GUIDED by Assessment Data

Problem Solving Team →

IEP

Intensive

Standard Protocol or Schoolwide Model →

Strategic

Basic-Core

5%

5%

10%

80%

The School Level Goal

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Source: Wayne Callender, Addressing the System, 2005
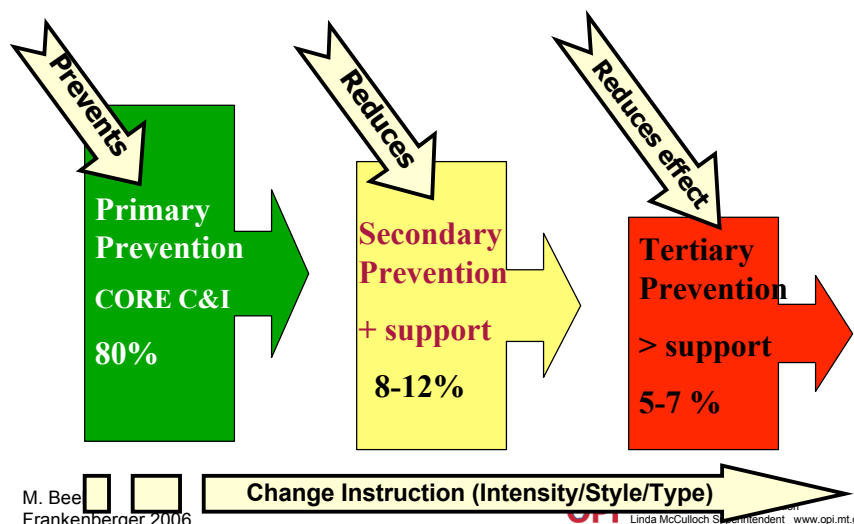
3 Levels of Instructional Support
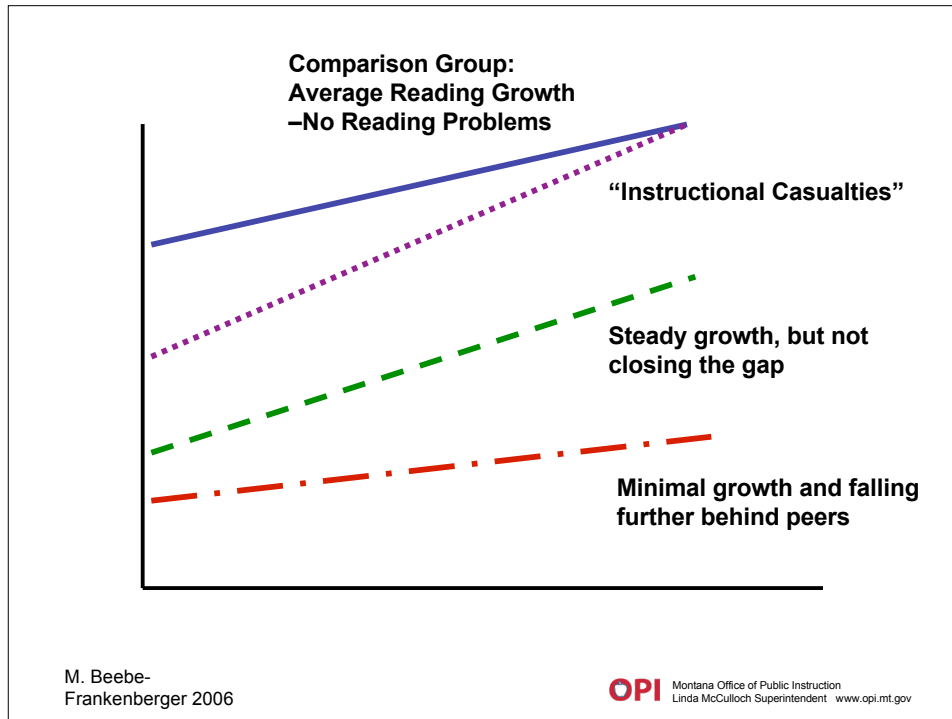
Communicating Risk & Instructional Need
- **Benchmark:** Established Skill performance
- **Strategic:** One or more skill areas are not within the expected performance range, but overall above the 20th percentile
- **Intensive:** One or many skills are significantly below expectancy – overall below the 20th percentile

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RTI: A Prevention Procedural Model

Prevents

Reduces

Reduces effect

Primary Prevention
CORE C&I
80%

Secondary Prevention
+ support
8-12%

Tertiary Prevention
> support
5-7 %

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Change Instruction (Intensity/Style/Type)

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Comparison Group:
Average Reading Growth
–No Reading Problems

"Instructional Casualties"

Steady growth, but not
closing the gap

Minimal growth and falling
further behind peers

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Entitlement to Special Education

- Eliminates "eligibility by disability"
- Entitlement based upon *intensity* of supports needed to make progress
- 3-Pronged Criteria
  - Educational Progress
  - Discrepancy
  - Instructional Needs

Source: Grimes, J., Kurns, S (2003, December). *An Intervention-based System for Addressing NCLB and IDEA Expectations: A Multiple Tiered Model to Ensure Every Child Learns.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

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Criteria 1: Educational Progress

- Previous interventions have failed to sufficiently improve a student's rate of learning and additional resources are needed to enhance student learning
- OR
- The interventions that have sufficiently improved the student's rate of learning are too demanding to be implemented with integrity without special education resources

Source: Grimes, J., Kurns, S (2003, December). *An Intervention-based System for Addressing NCLB and IDEA Expectations: A Multiple Tiered Model to Ensure Every Child Learns.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

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Criteria 2: Discrepancy

- *Given equal or enhanced opportunities*, the student's current level of performance is significantly lower than typical peers or identified standards

Source: Grimes, J., Kurns, S (2003, December). *An Intervention-based System for Addressing NCLB and IDEA Expectations: A Multiple Tiered Model to Ensure Every Child Learns.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

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Criteria 3: Instructional Needs

- Instructional needs have been identified that are *beyond what can be provided in general education.* This is evident when curriculum, instruction or the environmental conditions need to be very different for the student as compared to the needs of other students in the general education environment.

Source: Grimes, J., Kurns, S (2003, December). *An Intervention-based System for Addressing NCLB and IDEA Expectations: A Multiple Tiered Model to Ensure Every Child Learns.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

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Decisions About Entitlement to Special Education

- Focus of assessment for entitlement is on *how to effectively support future learning*
  - Multiple sources of data
  - Systematically collected data are reviewed
    - Performance
    - Intervention intensity
  - Learner's characteristics and conditions that impede or enhance learning are systematically reviewed.

Source: Grimes, J., Kurns, S (2003, December). *An Intervention-based System for Addressing NCLB and IDEA Expectations: A Multiple Tiered Model to Ensure Every Child Learns.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

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How Do We Do RTI?

- Large systemic models are available
  - Heartland, Iowa
  - Intervention Based Assessment (Ohio)
  - Instructional Support Teams (PA, MI)
  - Minnesota Problem Solving Model.
- More are under construction across the country
  - Idaho RBM
  - Las Vegas School District
  - Massachusetts…………and many more
- Caution: Take it slowly…..
- It takes TIME and PLANNING to be successful

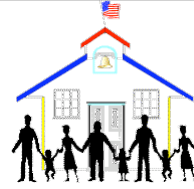# ANSWERS to Frequently Asked Questions (FAQs) about RTI

- **Why** change identification practices?
  - **What we have been doing is not effective**
  - **Positive outcomes rather than deficit model**
- **What** *is* RTI?**–**
  - **a preventative process**
- **How** will this change affect educational system ?
  - **Continuum of supports for learning delivered by collaboration among all educators**
- **Does** RTI work?..
  - **YES.. And there is a growing body of evidence**
- **What** is the cost-benefit?
  - **Priceless**

The RTI Process

- **Goal of RTI:**
  - **Positive outcomes for *all* children/youth**
- **Mission of RTI:**
  - **Proactive prevention and intervention activities**
  - **Provides continuum of instructional supports**
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